

The Application and Exploration of massive open online course+Inversion Classroom in the Teaching of Corporate Crime Investigation

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Abstract: In the teaching of corporate crime investigation, massive open online course and reverse class can help to provide more effective learning experience and training methods. This paper elaborates on five steps: massive open online course learning stage, reverse classroom stage, interactive learning activities, practical training, evaluation and feedback, which provides students with a comprehensive teaching of corporate crime investigation, cultivates their knowledge, skills and thinking ability, and enables them to effectively conduct corporate crime investigation in practical work.

Keywords: massive open online course; Reverse the classroom; Investigation of corporate crime cases; app; application

Massive open online course+Inversion Classroom is a teaching mode that combines online massive open online course learning and classroom inversion teaching. The application of this model in the teaching of corporate crime investigation aims to provide a more flexible and interactive learning experience, help students combine theoretical knowledge with practical skills, and improve the ability and effect of case investigation.

1. Overview

1.1 The application goal of massive open online course+Inversion Class in the teaching of corporate crime investigation is to provide students with comprehensive knowledge, including the basic concepts, laws and regulations, investigation skills and evidence collection methods of corporate crime investigation through the combination of massive open online course and Inversion Class. Students can learn massive open online course at their own pace, and deepen their understanding and application by reversing the interactive learning in the classroom.

1.2 Massive open online course+reversal classroom in the teaching of corporate crime investigation is important:

1.2.1 Emphasize the flexibility and autonomy of learning. Students can study online according to their own pace and schedule, and make full use of massive open online course's resources and learning tools. The reverse classroom provides face-to-face interactive learning opportunities, where students can communicate and discuss with teachers and other students in real time. This flexibility and autonomy enable students to better grasp the learning content and conduct in-depth study according to their own needs and interests.

1.2.2 Provide opportunities for practice and application. The investigation of corporate crime cases is a practical field, and the theory on paper is far less than the actual operation. The application of massive open online course+Inversion Classroom can provide students with practical and application opportunities, and help them to transform their theoretical knowledge into practical investigation skills. By participating in case analysis, simulation investigation, role-playing and other activities, students can experience the process of criminal case investigation and exercise related skills, so as to better cope with the challenges in practical work.

1.2.3 Promote interactive and cooperative learning. The teaching mode of massive open online course+Reverse Classroom encourages interaction and cooperative learning among students. Through online discussion forums, group discussions and team projects, students can share ideas, exchange experiences and solve problems together. This kind of interaction and cooperation can promote learning exchange and knowledge co-construction among students, and improve the quality and effect of learning.

2. The learning stage in massive open online course

2.1 Platform selection: Choose a suitable online learning platform or massive open online course platform, such as Coursera, edX, Udemy, etc. These platforms provide rich online course resources and learning tools, which can meet the learning needs of students.

2.2 Course design: When designing the course of massive open online course, students' learning rhythm and autonomy should be considered. Divide the course content into appropriate modules or units, so that students can choose the learning order and progress according to their own time and interests.

2.3 Recording teaching video: record the course content as teaching video so that students can watch it anytime and anywhere. Videos can include explanations, case studies, demonstrations, etc. to enrich the learning experience. Ensure that the video content is clear and easy to understand, and provide subtitles or text versions for students to understand.

2.4 Provide learning materials: In addition to teaching videos, you can also provide learning materials, such as courseware, reading materials and exercises. These materials can be used for students' reference and in-depth study in the learning process to help consolidate their knowledge.

2.5 Learning interaction: In order to promote the interaction and communication between students, online discussion forums or communities can be set up. Students can ask questions, share experiences, discuss problems and interact with teachers and other students

here. This kind of interaction can provide learning support and opportunities for cooperative learning.

2.6 Self-test and evaluation: In order to help students test their learning achievements, they can provide opportunities for self-test and evaluation. These can be online quizzes, exercises or homework. Students can conduct self-test according to their own rhythm and schedule, and get corresponding feedback and evaluation results.

2.7 Teachers' support: It is very important to provide teachers' support and guidance. Teachers can communicate with students through online discussion, e-mail or instant messaging tools, answer questions and provide learning suggestions and feedback. Teachers' participation can enhance students' learning motivation and learning effect.

2.8 Guided learning plan: provide students with learning plans or road maps to help them set goals and plans in the learning process. Students can gradually complete their learning tasks and achieve their learning goals according to their own pace and progress.

3. Reverse the classroom stage

3.1 Design learning resources: Prepare learning resources suitable for preview, such as teaching videos, courseware and reading materials. These resources should be able to help students acquire basic knowledge and concepts independently before class.

3.2 Preview activities: Students are required to complete preview activities before class, such as watching teaching videos, reading related materials, solving problems or doing exercises. This will allow students to have more time and energy for in-depth thinking and discussion in class.

3.3 Classroom interaction: In the classroom, students are encouraged to interact and cooperate. Group discussion, question answering, case analysis and practical activities can be organized. Teachers can act as instructors and promoters, guiding students to think, ask questions and share ideas.

3.4 Practice and application: The classroom can provide opportunities for practice and application, so that students can consolidate and apply what they have learned through practical operation, simulation exercise or project cooperation. This can cultivate students' practical ability and problem-solving ability.

3.5 Feedback and evaluation: Provide timely feedback and evaluation mechanism to help students understand their learning progress and shortcomings. Teachers can provide feedback through classroom observation, group discussion and personal reflection, and can also design tests or homework to evaluate students' understanding and application ability.

3.6 Teacher's role change: In the reverse classroom, the teacher's role changes, from the leader of imparting knowledge to the instructor and supporter of learning. Teachers need to provide students with learning resources, guide the learning process, answer questions and promote interaction among students.

3.7 Technical support: Use technical tools and online platforms to support the implementation of the reverse classroom. For example, online learning management system (LMS) is used to organize learning resources, issue tasks and exchange discussions; Use online collaboration tools to support cooperation and communication between students.

3.8 Evaluation effect: Evaluate the effect of the inverted classroom and the students' learning achievements. Students' acceptance and learning effect can be evaluated through student feedback, classroom observation and academic performance, so as to improve and adjust.

4. Interactive learning activities

4.1 Choose an appropriate massive open online course course: Look for online massive open online course courses related to corporate crime investigation, such as criminal law, investigation techniques, evidence collection, etc. Ensure that the selected course content matches the teaching objectives and needs.

4.2 Learning resources and preview activities: The learning resources in massive open online course course, such as teaching videos, courseware and case analysis, are provided to the students as preview materials. Students can learn and digest relevant knowledge by themselves through massive open online course platform before class.

4.3 Class discussion and case analysis: In class, organize students to discuss and analyze cases, so as to apply what they have learned in the course of massive open online course. You can choose real cases or simulated situations to let students analyze, reason and solve problems.

4.4 Group cooperation and role-playing: Divide the students into groups and ask them to cooperate in the group to jointly solve the problems in case investigation. Role-playing activities can be designed to allow students to play different roles and simulate the cooperation and decision-making process of the case investigation team.

4.5 Practice and simulation exercises: provide students with opportunities for practice and simulation exercises, so that they can collect evidence, investigate the application of technology and other practical operations in class. Virtual laboratories, case analysis software or simulation platforms can be used to support these practical activities.

4.6 Teacher guidance and feedback: As a teacher, play the role of mentor and supporter. Provide guidance in class, answer students' questions and guide the direction of study and discussion. Provide timely feedback to help students correct their mistakes and deepen their understanding of knowledge.

4.7 Learning evaluation: design appropriate evaluation methods to evaluate the students' mastery of case investigation knowledge and skills. It can be evaluated in the form of class performance, group work, individual projects, etc., to ensure that students achieve the expected learning goals.

4.8 Continuing learning support: massive open online course courses and reverse classes are only part of the learning process. Provide students with continuous learning support, such as providing learning materials, references, online discussion platforms, etc., so that students can continue to deepen their learning after the course.

5. Practical training

5.1 Case analysis: Select real or simulated corporate crime cases, and ask students to identify key information, reasoning logic and find out potential evidence by analyzing the cases. Students can conduct case analysis in the group, discuss the case, criminal motives, people involved, etc., and put forward the corresponding investigation plan.

5.2 Virtual laboratory: Using the virtual laboratory platform, the investigation process of corporate crime cases is simulated. Students can conduct operations such as evidence collection, data analysis and investigation technology application in the virtual environment to improve their practical ability. Virtual laboratory can provide a safe and controllable environment, and students can practice many times to deepen their understanding of practical application.

5.3 Role-playing: Organize students to perform role-playing activities to simulate the cooperation and decision-making process of the corporate crime investigation team. Students can play different roles, such as investigator, investigation supervisor, legal adviser, etc., understand the responsibilities and working methods of each role through role-playing, and simulate the actual case investigation.

5.4 Simulation drill: design a simulation training scene for actual case investigation, so that students can practice training in a real environment. It can simulate the process of on-site investigation, evidence preservation, investigation and interrogation, so that students can experience the real investigation work and improve their skills and coping ability in practice.

5.5 Expert lectures and case sharing: Invite experts in related fields to give lectures or share cases, and share their practical experience and application skills in corporate crime investigation. Students can learn from the experience of experts, understand the challenges and solutions in practical work, and discuss and interact.

5.6 Actual case analysis: select real corporate crime cases and let the students conduct in-depth case analysis. Students can study the background, investigation process, evidence collection and legal procedures of the case, analyze the success and failure factors in case investigation, and put forward suggestions for improvement.

5.7 Team cooperation project: Organize students to work in groups and ask them to choose an actual or simulated corporate crime case and conduct a comprehensive investigation. Students can carry out practical training in evidence collection, data analysis and investigation technology application, and finally present a complete investigation report or solution.

6. Conclusion

In a word, the application of massive open online course+reverse classroom model in the teaching of corporate crime investigation provides a more flexible and interactive learning experience by combining online learning and classroom practice, helping students to combine theoretical knowledge with practical skills and improve the ability and effect of case investigation.

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